ORGANIZATION OF STUDENTS' PROJECT ACTIVITIES AS A FACTOR IN IMPROVING THE QUALITI OF MATHEMATICAL TRAINING

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The paper substantiates the implementation of project activities as a method of developing intellectual potential, the acquisition of mathematical knowledge by each student, as well as through practical experience to obtain professional skills.

Learning through project activities is the link between theoretical knowledge and improving practical skills in the future professional field of every mathematician. This technology implies the search and practical application of knowledge in the field of mathematics, methods and theories, in the joint activities of future specialists. The method of teaching through project activities began to be applied at the beginning of the 20th century, but has not lost its relevance today. It is widely used in all educational institutions, but has received particular use in the system of higher educational institutions for technical specialties. In 2000, a new approach and reform of education in technical specialties was required, so the new CDIO ("Conceive - Design - Implement - Operate") educational initiative was created, which included a huge number of universities from many countries. Many modern scientists have come to the conclusion that students should not be given "ready-made knowledge", more emphasis should be placed on obtaining practical knowledge. Only in this case, students will be ready for subsequent professional activities in full. Engaged in practical activities using the project methodology, students improve their theoretical and practical knowledge, improve their professional competencies; the university provides an opportunity to obtain and consolidate new practical knowledge through technical equipment, providing experimental sites, the opportunity for students and teachers to collaborate.

The conclusion thus, training through project activities, the creation of new unique products - all this is not only a good basis for theoretical and practical knowledge, but also contributes to the formation of a modern scientific mathematician as a multilateral and intellectual person.